

The William Glasser Institute

Skits to Help Students Learn Choice Theory

New material from William Glasser, M.D.

Purpose:

These skits can be used as a classroom discussion starter for third to eighth grade students who are in the process of learning choice theory. The five performers are very familiar with how choice theory is used in Glasser Quality Classrooms. By discussing these short skits, students who are learning can get the feel of choice theory and the competence based classroom. Further, they will learn about the effect external control has on all our lives. Watching these skits could also be valuable for parents of students who are starting to learn choice theory or for parents who don't know choice theory but want to find out more about it. They also might be performed at a teacher meeting for those who would like to learn more about choice theory. The performers could answer questions everywhere they perform.

Characters:

Five fifth grade students, three boys and two girls, from a fifth grade classroom where the students are learning choice theory in some depth from their new teacher. These students are close friends and often hang around together in the cafeteria after lunch.

Setting:

The skits take place at a table in the school cafeteria during lunch. When the skits are performed, the actors may use their own first names.

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Skit One

Jeff "I don't know about our new teacher, she's really weird."

Kim "What's weird about her?"

Amy "She never punishes us. She doesn't even yell at us. She's always calm."

Kim "She doesn't even have a name. All she has are two initials. She wants us to call her C.R."

Tom "I like calling her C.R. It's cool. I asked her what they stood for and she said, 'When I get to know the class better I'll tell you.'"

Ken "She is cool. Like this morning when that rude kid who sits behind me kept poking me with his finger, I turned around and started yelling at him to stop. She just watched us for a minute. Then she walked over and quietly asked if she could help us solve the problem."

Amy "I saw that. She didn't say anything else. She just asked if she could help with the problem."

Kim "She didn't have to say anything else. You both stopped yelling and it was over."

Tom "Why'd you let him get away with what he did? Why didn't you stop him? You know he'll just do it again."

Ken "I didn't feel like it. It was her quiet voice and the way she looked at both of us. I was really surprised she wasn't even angry."

Kim "But I did see her talking to you right before lunch. What was that all about?"

Ken "Nothing really. She said she appreciated me calming down and smiled at me. You know that little smile she has?"

Jeff "But, if you knew she wasn't going to punish you, why'd you calm down? That kid'll just keep bugging you if you keep letting him get away with it."

Ken "Big deal. I'm not afraid of him. He didn't hurt me. All he wants is attention. Why should I give it to him?"

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Kim "I think you did it for her, it's like she's on your side."

Ken "That little talk we had before lunch, she didn't have to do that. She cares about me. I think she's on every one of our sides."

Amy "But our other teacher who left to have a baby cared about us, too. I liked her."

Ken "Amy, every teacher cares about you. You're always good. But I'm not so good all the time. C.R. has liked me ever since she started three weeks ago."

Jeff "That's how I feel. She likes us even if we're not good. That's what's so weird."

Amy "I'm not sure that's fair."

Ken "You think she should have punished me?"

Amy "I think she should have done more than look at you. You were yelling. She should have said something even if you quieted down."

Ken "But she did later before lunch. She said she appreciated me."

Amy "I didn't mean that. You know what I mean."

Ken "All I know is I haven't had a teacher talk to me like that since I was in kindergarten."

Jeff "It's like she trusts us to be good."

End Skit One

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Skit Two

Kim "C.R.'s been real nice but she's only been here a few weeks. I'm waiting to see what happens if one of us gives her a real hard time."

Jeff "She's isn't going to change. Trusting us is the way she is."

Amy "I've talked to my mother about how C.R. trusts us and doesn't punish us. My mother says punishment builds good character. My Dad agrees with her."

Jeff "But, remember what she did yesterday when that new kid kept talking and wouldn't shut up. He was giving her a real hard time."

Tom "She told him to go to the office and he's still gone. I'm glad to get rid of him."

Amy "So am I."

Kim "But, it was how she did it. She didn't get angry or raise her voice. She just told him she'd never learned how to teach when a student keeps talking and she asked him to please go to the office."

Tom "But I did hear her tell him, don't worry, you'll be okay, no one is going to punish you."

Ken "I know why he hasn't come back. He rides on my bus and I asked him where he's been. He told me he's in the 'connecting room' and he likes being there."

Amy "What's the connecting room? I never knew we had one."

Ken "Amy, you'll never get sent to that room. He's been telling me about it. It's for kids who make trouble."

Kim "I know why he makes trouble. He hasn't got any friends. Kids like him always make trouble."

Ken "He has friends now. He says the kids in the connecting room like him and the teacher likes him, too. He said they don't have to be good but after the first day most of them just are."

Amy "What do they do in that room?"

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Ken "They talk a lot to each other and to the teacher. They also do some schoolwork. C.R.'s been bringing him work and he's been doing it. The teacher there helps all the kids with their work."

Jeff "How many are in there?"

Ken "Usually around nine."

Tom "Why do they call it the connecting room?"

Ken "He says it's for kids who don't have friends. The teacher tells them they can connect with each other in the room. Connecting is like making friends. That teacher is like C.R. He doesn't punish either."

Kim "Did you ask him if he's ever coming back?"

Ken "He said the teacher in that room doesn't want him to come back until he can figure out how to get along with us. We've been getting along fine on the bus. I told him I'd be his friend if he'd come back."

End Skit Two

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Skit Three

- Ken "I told C.R. about how good the kid she sent to the connecting room is acting on the bus. She told me he's been doing his work and she's been checking it at lunch time. He says he likes her now. She told him she's going to meet with us and if we're willing to be friends with him she wants him back."
- Tom "But, he never did much work in here. Why'd he change?"
- Ken "He told me he's learning something they call choice theory from the teacher in that room and it's helping him."
- Kim I wonder if our teacher is going to teach us choice theory.
- Ken "I asked her that and she says she's going to start next week. If we like it we'll have a session every week. She didn't want to start until she got to know us."
- Amy "I hope we get to know her better. Maybe she'll tell us why she calls herself C.R."
- Jeff "Well, at least we know why she's like she is. It's probably because she's uses that choice theory."
- Amy "But, does she expect us to use choice theory, too?"
- Tom "I asked her that and she said that all she wants is for us to learn it. She hopes we'll choose to use it but we don't have to. Haven't you noticed how she's been saying **choosing this** and **choosing that** since she came here? She says we choose everything we do."
- Kim "She says if it's a choice we can usually always make a better choice."
- Ken "That's what the kid on the bus told me. He's choosing to learn and learning to get along with people in that room. He said it's a lot better than before."
- Amy "But, what I can't figure out is why would she teach us something if she didn't expect us to use it."
- Kim "I think she's hoping we'll choose to use it."

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Jeff "But this is school. We never get a chance to choose anything. They even make us come here."

Kim "Maybe she's figured out if she tries to make us use it we won't want to."

Jeff "But we're kids. Everyone makes us do every thing. If we don't, they punish us. I hope she'll teach our parents some choice theory."

End Skit Three

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Skit Four

Jeff "I like learning about the basic needs. It was neat to find out I have a need for fun. More teachers need to find out about that need."

Tom "What I like about what she's teaching us is she hasn't said anything about tests. I asked her if we're ever going to have a test on the basic needs."

Amy "The needs are easy to learn. I like tests. What did she say?"

Tom "She's going to pass out a handout explaining all about the needs. Then she's going to give us a test but we can take it home just like homework."

Amy "But, we'll have all the answers on the handout. We'll get them all right. What kind of a test is that?"

Tom "That's what I asked her and you know what she said?"

Amy "What?"

Tom "She said she wants us to get them all right. If we get an answer wrong we can keep working on it until we get it right. She said we really don't learn much from making mistakes but we learn a lot by correcting them."

Amy "Did you ask her if this is only for choice theory or is it for all the subjects we take?"

Tom "She said in the beginning just for choice theory but, if we like it, she'll do it with other subjects. It's not as easy as it sounds. We have to get all the answers right to get credit, but she thinks we'll be able to do it."

Jeff "I'd sure like to hear more about how to do that. I never get all the answers right on a test."

Tom "She said it's a little complicated but she'll begin to explain it in the next choice theory meeting."

Ken "She's going to wait until after we take the test on the needs."

End Skit Four

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Skit Five

- Ken "Okay, we all took the test home with the handout she gave us but only Amy got them all right. On those questions you really had to think. She wanted us to do a lot more than just copy the answers off the handout."
- Amy "But, she let the kids who didn't answer the way she wanted keep working until they got it. That wasn't fair. I should get a better grade because I got every one right the first time."
- Kim "I don't think they got away with anything. I'd rather take a test once than have to keep working on it."
- Jeff "One kid had to work on it for two more nights. He had to get help from his parents. But in the end he got the answers the way she wanted."
- Tom "A couple of girls didn't take the test at all and she didn't do anything to them. She's not kidding. She really doesn't punish."
- Ken "When I asked C. R. about those girls, she said learning choice theory is a choice. You don't have to learn it. She was happy so many kids chose to learn enough to do so well on the test."
- Kim "I was curious. I asked the two girls why they didn't take the test."
- Amy "What did they say?"
- Kim "They hate tests. They like talking about choice theory in the class meetings but they won't take a test on it. They said that was okay with the C.R. She told them to participate when we discuss it. They'd still learn a lot."
- Amy "I've never heard of anything as unfair as that."
- Tom "It's because choice theory is not a required subject. If it were math they'd have to take the test to get credit."
- Amy "Well, that's better. We should all have to work hard to get the answers on the required tests."

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- Tom "Maybe we should but there's a kid on our street who not only won't take tests, he won't even go to school. He's not a bad kid. I play with him. They've tried to force him to stay in school but he just gets up and leaves."
- Jeff "He wouldn't get up and leave if he had C. R. for a teacher. School's great if you can keep working on a test until you get the right answer. If I did it on that test, anyone can do it."
- Amy "But, you were paying attention. You never paid attention before."
- Jeff "I chose to pay attention. How about that?"
- Kim "But the questions C.R. asks are a lot different from most of the questions I've ever had on tests. They're not really harder, they're just different."
- Amy "They are and I kind of like them. I guess she really wants to find out what we've learned."

End Skit Five

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Skit Six

- Jeff "Now we know exactly what C.R. wants us to do on a test. Before she explained it in the last session, I was never sure what a teacher wanted."
- Tom "I'm glad to get rid of memorizing. I never knew what to study for. Sometimes I memorized the wrong stuff. All that work for nothing."
- Kim "C.R. would like us to try the new way of testing in all our subjects for a couple of months to see if we like it."
- Tom "And, if we like it she wants us to explain it to our parents. But, if they don't support it, C.R. won't keep doing it."
- Jeff "But what if we like it and they don't?"
- Ken "We'll have to do a good job of explaining it. She says if our parents have questions, they can call her. But she thinks we can explain it. She's not worried she'll have too many calls."
- Amy "If it's the way she tested us on the basic needs, I think I'm going to like it. No memorizing, just showing her that we understand what the needs are all about."
- Kim "But, remember, if she asks us, we have to be able to explain why we answered the way we did."
- Jeff "I'm the first one she'll ask."
- Kim "But, will we still get to take the test home and correct the ones we didn't answer the way she wanted?"
- Ken "But, some subjects like English and history are like the needs. A lot of times there are no exact answers. We could answer the same question differently and it could still be a good answer."
- Amy "It'd be a good answer if it showed C.R. we understood what the question was all about."
- Kim "That's why we discuss what we're learning before we take the test. That's when we learn to understand it."

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- Tom "But, in math there are always right answers."
- Ken "There are but she won't give us credit for the right answer unless we can explain how we got it. That could be pretty hard. I don't think that's fair."
- Amy "That's what she meant when she talked about us doing competent school work. Competent means you understand what you're doing and you can explain why. I think that's fair."
- Kim "Could our parents still help us if we took home a test on a required subject?"
- Jeff "She said that's fine. In school we could help each other or she'd help us even while we're taking the test."
- Amy "I like working to get all my answers competent, even better than competent. But getting help on a test isn't fair. That's going too far."
- Kim "But, she explained about fairness. She said the purpose of tests is for us to understand what we're learning. If we need help or more time to understand it, that's okay but we still have to do the work."
- Ken "C.R. will make sure we understand it before we get credit. We didn't just copy it off someone else. I think that's fair."
- Amy "So that means in math if I can get the right answer to a fifth grade story problem and I say I can explain how I got it, that's it? I'm finished?"
- Jeff "Amy, you'll be finished because she'll know you can explain how you got the answer. You're a brain in math."
- Kim "You're a brain in everything."
- Jeff "How about me? I might not be able to explain how I got the answer."
- Amy "Then, you have to get C.R. to help you. Or you can come to me. I'll be willing to help you if you pay attention. Remember that you have to get the answer and then you have to be able to explain to me how you did it. C.R. trusts me. If I say you can explain it, she'll give you credit."

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- Tom "In history you'll have to understand why things happened. Not just memorize some dates and names."
- Kim "We'll have to know why they elected George Washington, not just know who he was and the date he took office."
- Ken "I like history. I can't wait until she tries this in history."
- Kim "It may be harder but I like it. Memorizing gets me so nervous my mind goes blank."

End Skit Six

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Skit Seven

Jeff "We've been taking the new kind of tests for almost two months. I'm still not sure but I think I like this way to be tested."

Ken "I love discussing what we've learned first. When we talk about it for a while I begin to understand it. When you understand it, the test is easy."

Tom "There's no more cheating. I don't have to keep my paper covered up."

Kim "What I like is we're only going to have two grades: A for very good work, B for competent work. No more C's, D's and F's. I hated all those C's because I couldn't memorize. Now I even got an A on one test."

Amy "The best part for me is now I can get A+ if I work real hard or if I spend time helping another kid to reach a B."

Ken "Amy, I think you may have a problem with your Mom. She's expected all A's. Now she'll expect all A+'s."

Tom "My Mom will be happy if I make all B's."

Jeff "But what's going to happen to me if I don't make a B?"

Kim "C.R. said we keep working until we understand enough to get a B. She calls a B a competent grade. She says competence is all she expects. If we want an A, we'll have to show her we understand a lot more."

Tom "But if we don't get a B? What'll she mark on our report card?"

Amy "You won't get any mark. To get credit you have to do competent work. That's a B. Like Kim said, you keep working until you do. I'm willing to help any kid who needs it."

Kim "Jeff, if you got help and some more time, don't you think you could make a B?"

Jeff "I could try, but math is really hard for me. What if I get help and I still don't get it?"

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- Ken "You'll have to take the subject over. But C.R. says she knows us pretty well by now and she thinks we'll all make the B and get credit."
- Amy "Jeff, I keep telling you that you've gotten used to giving up. I think you're kind of lazy. I'll help you but you have to try. I'll feel real good if I can help you get a B."
- Jeff "But if you help me, it'll take you a lot of time. I don't think your Mom is going to like that. I don't want you to get into trouble."
- Amy "I talked to my Mom about it. She used to teach school. She says helping another student is the best way to learn. I was surprised. I thought she'd be against me taking time to help anyone."
- Jeff "I feel better. I think when we all get good grades we'll get along a lot better with each other than we do now."
- Kim "I think we will, too."
- Tom "C.R. was telling a small group of us the other day that schools don't teach the most important thing students need to learn in school."
- Ken "They don't teach students how to get along better with each other and with the teacher. At the next choice theory meeting she's going to start teaching that to us."

End Skit Seven

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Skit Eight

- Ken "When she started to teach us that choice theory was a psychology, I didn't know what she was talking about."
- Jeff "I didn't think I'd hear about psychology from a fifth grade teacher."
- Kim "When I told my Mom we were learning about psychology, she wondered why anyone would want to teach it to fifth graders. But she really likes C.R. If I learn something new, she wants me to explain it to her."
- Jeff "That's just what C.R. said. If we catch on to what she's teaching, she wants us to teach it to our parents."
- Tom "Okay Amy, you're the class brain. Did you understand what she was talking about?"
- Amy "Here's what I think. Whenever we have trouble getting along with people we use what she calls a "psychology." But the psychology most of us use doesn't work very well. Who has a little brother who's always bugging them?"
- Kim "I do. I go to my Grandma's to get away from the little brat."
- Amy "But, when you're home how do you treat him?"
- Kim "As soon as he starts bugging me, I tease him. I love to make him cry. But then he runs to my mother and she bawls me out."
- Amy "See, you're using a "teasing" psychology to get him to cry. When he runs to your mother he's using "tattling" psychology to get you punished. C.R. says you need a better psychology. Teasing and tattling makes things worse."
- Jeff "I think I'm catching on. Punishing is a psychology that hurts me. Then I get real upset and it hurts my parents, too. The first thing I noticed about C.R was she didn't punish us. I liked her right from the start."
- Amy "She didn't punish because she was using choice theory, that's a "getting along better together" psychology." People who use it don't punish."

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- Ken "That must be why she only gives us A's and B's. Some teachers give low grades to punish kids. They think it'll make us work harder."
- Jeff "Low grades never made me work harder. They made me want to give up."
- Tom "The other day my Dad took me to look at new cars. The salesman was so nice to me that I asked my Dad if being nice to kids is a selling psychology. He really got excited when I told him we were learning about psychology in the fifth grade."
- Kim "I wish teachers would use that selling psychology. Be real nice and sell us on what they want us to learn."
- Ken "I heard on the news that two million people are in jail being punished for a crime. I think those people could use some choice theory."
- Amy "I don't think there's much choice theory anywhere. My Grandma is a high school principal and I told her about how we're learning choice theory from C.R. and how she never punishes us. Grandma said that wouldn't work in high school. You have to punish kids or you couldn't run the school. I told her to talk to C.R. and she said she might."
- Kim "But there has to be a lot more to choice theory than learning the basic needs and not punishing people."
- Tom "Maybe there is, but not punishing seems like a big deal to me. I'd sure like to learn more about how teachers and kids could get along without punishment."

End Skit Eight

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Skit Nine

- Amy "What I got out of that last choice theory session with C.R is that very few people know anything about what we're doing in our classroom. All they think about when they don't get along is 'control.'"
- Jeff "Everyone's been trying to control me since I began to walk."
- Kim "You're right. I tease my little brother to control him and he tattles to get my parents to control me."
- Tom "After I learned about control, I talked more to my Dad about that car salesman. My Dad said he was so nice to me because he was trying to sell a car. But, that was fine with my Dad. Being nice to people is a big part of any selling psychology."
- Amy "My grandma is trying to control a whole high school. She says it's not easy. A lot of the kids don't care if she punishes them or not."
- Ken "I know some of those high school kids. I know what she means."
- Kim "They need a teacher like C.R. She never tries to control us. She lets us choose a lot of things. High school teachers should discuss stuff and let the kids keep working on their tests. Getting better grades would help a lot of the kids in that high school."
- Tom "I bet the kids who give your grandma the most trouble get low grades."
- Amy "But, here's something else to think about. C.R. explained that there's one group of people who never try to control each other."
- Tom "I remember. They're our real good friends. She's right. If we tried to control them we wouldn't be friends for very long."
- Ken "That's when I asked C.R. if a teacher could be a real good friend to the kids she teaches? As soon as I asked her that, she finally told us what C.R. stands for and it kind of answered the question."

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- Jeff "I was really happy to find out that C stands for "caring" and R stands for "respecting." She says she tries real hard to care for and respect everyone, not just us."
- Kim "Caring and respecting are what friends are all about. I'm sure C.R. is our friend."
- Jeff "That's what I've been trying to tell you. My other teachers were friendly but she's really friendly. Now I'm beginning to understand what she was talking about when she explained the quality world. C.R. is front and center in my quality world."
- Tom "Is that why you work so hard for her?"
- Jeff "She was in my quality world before I started to work hard. But, I think me putting her into my quality world is what got me started."
- Amy "It's hard to be friends with people who try to control you. I never thought about that, but it is. We don't put people like that in our quality world."
- Ken "I had a friend who never wanted to do what I wanted. He only wanted to do what he wanted. I took him out of my quality world and we're not friends anymore."
- Tom "I wonder why more teachers aren't like her?"
- Amy "Yeah, why don't more teachers learn choice theory? If they did, more kids would put them into their quality world. Let's ask C.R. if she knows the answer to that question."
- Jeff "I hope she goes slow if she answers it. That could be real complicated."

End Skit Nine

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Skit Ten

- Amy "C.R. said so few teachers know about choice theory because it's a very new theory. Most people have never heard of it. Even when you go to college to become a teacher, you don't hear much about it."
- Tom "But, then she explained there's another problem. When most people hear about choice theory, they don't like it."
- Ken "I wonder why? It works so well for us."
- Kim "They don't like it because it's the opposite of what they have believed all their lives."
- Amy "She explained that most people believe in a very ancient psychology. This psychology teaches them to try to control anyone they can't get along with. You know, control them so they do what you want them to do."
- Jeff "Like punish them. That's the psychology my parents used to use all the time."
- Ken "C.R. says that controlling psychology has been around for thousands of years. It's been around for so long it's become 'common sense'."
- Tom "My parents are always telling me to use my common sense. But, I still don't know exactly what it is."
- Amy "My Dad explained it to me. He said it's something you believe in so much that you never doubt it. Even if it's wrong, you never doubt it. He's a doctor. He told me that using common sense, doctors used to bleed sick people all the time. They bled George Washington so much they killed him."
- Jeff "Giving kids low grades must be common sense. I've never heard of anyone doing what C.R. has done for us. This is the first time in my life I've put good grades in my quality world."
- Tom "Has this old psychology that almost everyone believes in, got a name?"
- Ken "C.R. says it's called 'external control' psychology. It's like I'm outside of you, you know, external to you, and when we don't get along I'll try to control you."

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- Ken "But, if everyone uses external control it has to cause a lot of trouble. I've never heard of anyone who wants to be controlled."
- Jeff "I've spent most of my life trying to escape control. It's gotten me into a lot of trouble. But things are a lot better now."
- Kim "C.R. says external control harms our ability to get along with other people. In school it causes a lot of trouble between teachers and kids."
- Ken "But, we need other people, that's a basic need. My mother runs a big office in an insurance company. She's always talking to my Dad about the "relationships" between the people in that office. A lot of them are not very good."
- Amy "C.R. says she's always concerned about the relationships in our class. That's why she never uses external control. She says using it harms relationships."
- Tom "Choice theory helps us get along better. I think we've got our whole class, including C.R., in our quality world."
- Amy "My Dad says the big problem with common sense is it gets in the way of new ideas. Choice theory is not common sense. It's a very new idea. My Dad says he'd never heard of it until I started to talk to him about it."
- Jeff "In history we learned that for thousand of years people believed the earth was flat because it looked flat. When Columbus didn't fall off the end of the earth they began to change their minds."
- Tom "What bothers people who like to control other people is that choice theory teaches that they can't control other people."
- Kim "But, my parents can control me. I don't always want to go to bed but if I don't, they won't let me watch TV."
- Amy "That's true. They can control what you do but they can't control what you're thinking. You're in the fifth grade. If they keep controlling your bed time much longer they may harm their relationship with you."

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- Kim "I love them a lot but I do get angry. I hate to feel that way."
- Tom "A lot of parents like to control so much they don't care if their children don't like them. I think that's a mistake but how can a kid tell his parents they're making a mistake?"
- Kim "Here's what I've decided. If I can only control my own behavior I'm going to stop teasing my brother. If I keep it up, we'll never get along."
- Amy "If my Grandma would stop punishing, she'd be much better off. The more she punishes, the more her students hate school. I don't think there are many good relationships in that high school."
- Kim "Choice theory is like the golden rule, you know, do unto others what you'd want them to do unto to you. That rule is golden because it's the opposite of external control."
- Tom "But, what causes so many people to use so much external control when it causes so much trouble?"
- Amy "It's because of our need for power. Too many people believe that the best way to feel powerful is to control other people."
- Kim "When she changed her name to C.R., she was making it clear that she doesn't want to control anyone."
- Amy "If we can learn enough choice theory to care for and respect each other, we'll all be able to satisfy our need for power. When you're cared for and respected, you feel powerful."
- Tom "When I talked to my Dad about the car salesman, he really respected me. I felt a little power."
- Kim "But I can see a big problem. Suppose your Grandma learned choice theory and still a bunch of students don't want to learn. choice theory works for us because C.R. is in our quality world. But, would it work everywhere?"
- Jeff "We'll have to ask C.R. about that."

End Skit Ten

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Skit Eleven

- Tom "When I asked C.R. Kim's question, 'If you use choice theory and still a lot of students don't want to learn?', it didn't bother her at all. She said the way to get students to work hard in school is to teach so there is a good relationship between the teacher and the students."
- Kim "When I asked her if there's a better way, she said she hasn't heard of it."
- Ken "But, part of that better relationship is to give students time to become competent."
- Jeff "If you do all that and they still won't learn, there's nothing else you can do. You can't send them to the connecting room because they're not disrupting."
- Amy "I explained everything we're doing to my Grandma and I lent her both the books that C.R. uses: *Every Student Can Succeed* and *Choice Theory*."*
- Tom "Where'd you get those books?"
- Amy "C.R. gave me them to lend to her. My Grandma took them, but I don't think she's going to read them. She was surprised to
* available through wglasser.com
find out that they're books on what we do."
- Ken "What did you do then?"
- Amy "I was real polite because I knew C.R. would want me to be polite. I said, "Grandma, you've been principal of that high school for fifteen years. Have you ever heard of anything better than to try choice theory in your school? It can't possibly do any harm."
- Tom "What did she say?"
- Amy "She didn't say anything so I explained that you can punish students all day long with low grades, failure, detention and even suspension. But if you don't want to use choice theory and make a good relationship with them, nothing you do will persuade them to learn."
- Ken "C.R. says they've been punishing students for hundreds of years and it's kept some of them quiet, but it's never gotten students to learn more."

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- Amy "I finally told that to my Grandma and I think she began to listen. She said she'll read the books. If she does, I'll ask C.R. to talk with her."
- Jeff "My Dad says me doing B work and liking school has been some kind of a miracle. Punishment has disappeared at our house."
- Ken "What are we going to do next year? We'll be in a middle school with no choice theory."
- Amy "We can keep using what we learned this year. Even if they have low grades, we can choose to work hard and make B's and A's."
- Kim "I'll still hate, it but memorizing is a lot easier than what we've been doing."
- Jeff "If we start right in by doing what the teachers want, we can make friends with them. Then we can talk with them and tell them we could do a lot more work if they'd let us do some of the things we've been doing here."
- Ken "We could show them some of the very good work we've done in the fifth grade. My Mom has kept all of my work. I could ask her to show it to our teachers there."
- Amy "If we want to have more teachers like C.R., doing that might be our best chance to get them."

End Skit Eleven

A Final Note From Dr. Glasser

I've tried to create skits that are interesting and informative. You can use them as they are, or you can use the format and write some of your own to add to what I've done here. You can also ask students who become very conversant with choice theory to use this skit format and create their own dialogue.

I believe there is a difference between learning choice theory and thinking choice theory. It's when we begin to think choice theory without constantly comparing it in our minds with external control, that we will have made it a part of our lives.